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The omission of any indication of breath-grouping would have been better understood if the quantity mark had been used as a guide for pause and stress; as matters now stand, the reader will have to depend upon punctuation and what help he can get from the omission or retention of mute *e*.

Devocalization is carefully indicated throughout the book.

The "table of French sounds" (p. ix) is evidently intended primarily to define the A. P. I. symbols, since the authors "take it for granted that the student has been taught the French sounds and knows how they differ from the English." This being the case, why is not the French word sufficient for this purpose without English "approximates"? There are two departures from the conventional A. P. I. alphabet,—(ō) instead of [ō] (which can be commended upon pedagogical grounds), and [g] instead of the I. P. sign (which has no real importance). As English approximates defining the nasals, there are words containing *m* and *n*; this seems unwise especially *sunk*, with its *ng* sound. Likewise the use of German *ü* and *ö* for [y] and [ø] is simply begging the question; even a clumsy English approximation is more helpful. The protest against the *ni* of *union* as an approximate equivalent of [ɲ] seems excessive, since its defect is trifling and can be easily corrected; whereas the suggestion of the *ng* of *singer* is a case of substituting the fire for the frying pan, for the acoustic and physiological contrast between [ɲ] and [ŋ] is sharp enough to those who have heard and imitated the provincial French [alman].

One incidental problem—from the pedagogical point of view—is the question as to just how our elementary students are going to be persuaded to take kindly to these "queer phonetic signs." This problem the Smith-Greenleaf *Reader*—like all the rest—leaves untouched.

The foregoing criticisms indicate few serious defects, and concerning many of them there will be respectable differences of opinion. The book is a real contribution to the study of French upon a sound phonetic basis, and a well edited reader into the bargain. It remains to be seen whether the American teaching profession is capable of appreciating work of this sort.¹

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LE PETIT JOURNAL. Doubleday, Page and Company, Garden City, New York. Published twice monthly from October to May, inclusive (16 issues). Single copies, \$0.10; subscription, 16 issues, \$1.50. Bulk rates for single issues or yearly subscriptions, when sent to one address. Page: 4 12-inch columns,

¹ This review has profited by suggestions from Professor E. F. Hacker of the Ohio State University.

44 ems wide. Sheet: 10½ x 14 inches. *El Eco* is a similar publication in Spanish.

The *Journal* is a four-page illustrated paper, printed on glazed stock, singularly free from typographical errors, and is of the usual excellence of press-work issuing from the Doubleday Press.

The selections are neither edited nor rewritten, but are taken direct from such sources as *L'Illustration*, *L'Almanach Vermot*, *L'Intransigeant*, *Les Annales*, *Le Petit Bleu*, *Excelsior*, *L'Oeuvre*, *Le Matin* (Montréal), *Le Ciné pour Tous*, *La Vie au Grand Air*, *L'Echo de Paris*, *La Presse*, etc., etc.

A recent issue contains, for example, reprinted without error, a column-long discussion of the merits of "J'ai été à" and "Je suis allé" (*Les Annales*), an interesting section from Professor Chinard's recent speech before the Citizens' Conference on "Les Tendances actuelles de l'enseignement français," an illustrated article on the Musée de Cluny (*L'Illustration*), and a complete version of the "Marseillaise," accompanied by an account of the arrival at Strasburg of the commission from Milwaukee, bearing the gift of a bronze tablet in honor of Rouget de Lisle, and also by an explanation of the origin of the title of the song and of the seventh stanza. In addition, there are jokes and axioms from *L'Almanach Vermot*, a column of sporting news featuring the new sportswoman, and sundry articles on the money crisis, "street-car" currency, the price of milk, the day-light working laws and the bakeries, student hazing, and a column of news dispatches. The latter are a regular feature of each issue.

Wholly fresh and inspiring to teacher or to pupil, keeping both class and instructor "au courant" with all that vitally concerns the linguistically adopted country, clean and attractive in its makeup, with real humor, a judicious balance of material, and a lack of the "chevilles" to which such publications are so prone, without advertisements, and holding something of interest for everyone, it is indubitably the best thing of its kind.

For the French class, it may serve as material for class discussion, sight-reading, prepared résumés, illustration of grammatical usages, excess-credit reading, Club discussion, oral or written translation, catenization, assigned reports, bulletin-boards, and the like.

It can be used as soon as a class has a sound, analytical reading knowledge of the language, since its difficulties, by reason of the keen interest vested in the subject matter, will whet rather than discourage the ambition of the student. It issues a challenge that even the lukewarm or jaded student cannot resist. It should have a wide "clientèle."

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